

# **GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC**

## **Reach for Reading National Geographic Grade 2**

### **FINAL REVIEW**

*Directions for use:*

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the “x” within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations*(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.



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<b>INSTRUCTIONAL DESIGN (ID)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	Detailed rationales are located at the beginning of each unit (in the teacher's manual.)
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	All components are thoroughly addressed.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	These components are addressed in lessons and through the Best Practice instructional information, but do not always relate to one another well.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	The scope and sequence are outlined at the beginning of each unit.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	Goals and objectives are outlined in the teacher's manuals, but are not stated in the student anthology books.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	Goals and objectives are outlined in the teacher's manuals, but are not stated in the student anthology books.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	Lessons are clearly organized.
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	The "copy ready" pages in each of the teachers' editions are especially helpful.
the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	Lesson planner provides format for each day's lessons.
addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	Color-coded text indicates what the teacher should say.



12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	Extensive teacher modeling, everyone practices together and independent practice is included.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	Assessment and Reteaching contains lessons for guided practice.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	The five components are integrated into cross-curricular lessons.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	Extensive scaffolding is included.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	Lessons refer to Best Practice instructional routines which require corrective feedback.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	In the broad sense, instruction is differentiated based on assessment (below, at, above level).
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	Small group instruction is found under the 'leveled reading' tab in the teacher's manuals. Leveled resources are there as well as lesson plans and suggested pacing; however, it is one lesson/book for an entire week.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	A reproducible chart labeled 'strengths and needs' is included; however, it does not list specific skills.



27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	There are above level leveled readers. No beyond leveled readers are included.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	The program has a separate EL Kit that provide strategies.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	The program provides differentiation, but this is not explicitly stated.
<b>TOTAL</b>								<b>55</b>	

<b>PHONICS (P)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	The phonics lessons are detailed and thorough.
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	2	The progression of skills is developmentally appropriate.
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	There is a gradual release of responsibility.
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	Cumulative review is an area of weakness throughout the program
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	The program includes a weekly foundational skills assessment.
7. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					2	Short vowel sounds are taught first and then the digraphs begin.
8. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					2	
9. Are individual sounds in a blend taught?		X	X					2	
10. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	Explicit strategies are included in the Best Practice Decoding Routines.
11. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					2	As students read the various materials, they will practice a wide variety of decoding skills.
12. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	The Read and Spell routine is taught in isolation.
13. Is spelling taught during word learning so students can understand how sounds map	X	X	X	X	X	X	X	1	Writing and spelling are taught separately and do not make reference to



onto print?									one another in the activity options.
14. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
15. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	Spelling words align with previous weeks' phonics objectives.
16. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
17. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				2	There is a variety of leveled reading materials. Non-fiction and narrative selections are included.
18. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
19. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
20. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
21. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	There are 8 new high frequency words introduced each week.
22. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
23. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
24. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					2	
25. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	2	
26. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	2	The teacher models several decoding strategies.
27. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
28. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	



29. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	Not clearly stated as advanced phonics skills.
30. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	Not clearly stated as advanced phonics skills.
31. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	Spelling options are found in the teacher's manual, labeled as 'daily spelling and word work.'
32. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	2	Words are highlighted in both phonics work and in spelling work.
33. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
34. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	2	Voracious reading of both familiar and unfamiliar text, in both whole- and small-group reading, will encourage students to apply phonics strategies.
35. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>51</b>	

<b>FLUENCY (F)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	Fluency is encouraged in the whole group choral reading ("listen for improvement in rate and accuracy") and is assessed weekly, but is not part of the daily reading lesson plans.
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	The oral reading fluency rubric gives teachers and students guidelines and benchmark goals.
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	Weekly assessments/conferences are included.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	Areas are addressed via teacher modeling. Sidebars address fluency



									through teacher modeling
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	Not in the <u>daily</u> plans or routines.  <u>Publisher Comment:</u> Fluency at Grade 2 is built into the program through the Fluency Routines outlined on Grade 2 Unit 1 TE pg. BP40 of each TE. Choral or Echo Reading, Paired Readings, Recording and Tracking, and Timed Readings are all options that teachers can incorporate into their daily routines.
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	A variety of decoding strategies are taught.
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	Fluency routines encourage paired reading, timed reading and repeated reading.
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	2	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	There is an excellent balance between fiction and non-fiction selections.
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	2	Decodable reading section includes Decode and Self-Correct and Check and Reteach.
19. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
20. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	The number of texts would depend on the size and level range of each individual classroom.
21. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	0	A fluency rubric is provided, but lacks clear instructions. <u>Publisher Comment:</u> The Oral Reading Assessment Routine



									is presented in Unit 1 of the Grade 1 TE. An Accuracy and Rate equation is presented to assist teachers in determining WCPM (words correct per minute). Hasbroke & Tindal Oral Reading Fluency Data chart presents information regarding trimester progress indicators.
22. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
23. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	0	The program does not provide student opportunities to graph their oral reading fluency.  <u>Publisher Comment:</u> The Comprehension Coach gives students the opportunity to time themselves. Students do not generate graphs themselves since the Comprehension Coach reports do that on their behalf.
24. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	
25. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	Error correction information is difficult to locate.
26. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
27. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>31</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	The program includes a vocabulary routine, daily vocabulary work and content-area vocabulary.
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	Daily vocabulary work builds upon what was covered in a previous lesson.
5. Does vocabulary instruction include	X	X	X	X	X	X	X	1	





<b>cumulative review?</b>									
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	2	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	There are many opportunities for students to use the vocabulary in student-lead discussion.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	Vocabulary instruction is provided through academic vocabulary, content area vocabulary and key words.
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	0	The program does not include frequent use of read-alouds using higher level books.  Publisher Comment: Read-alouds are available in both the student anthology as well as the Read with Me Big Books.
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	Some vocabulary words are frontloaded, discussed through comprehension checks, think alouds and post-reading activities.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	Explicit vocabulary instruction is included in the daily lesson plans.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	Student-friendly explanations are readily available to students at any time due to the mini-glossaries that follow each nonfiction selection in the anthology book.
Clarifying the word with examples?	X	X	X	X	X	X	X	2	Many selections promote the use of context clues.
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									



Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	Vocabulary activities are varied and increase with a degree of difficulty as the program progresses.
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	2	Vocabulary skills are reinforced daily.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	2	Dictionary skills are taught early and often.
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>									<b>65</b>



<b>COMPREHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is comprehension instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in <b>comprehension</b> ?	X	X	X	X	X	X	X	1	The reading comprehension assessments are all multiple choice. There is a need for extended or constructed response questions since they are an essential piece of measuring reading comprehension, especially once higher reading levels are achieved.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	The program provides extensive teacher modeling.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	The same strategies are reinforced during small group instruction.
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	The wide variety of texts included with this program encourage students to establish a purpose for reading.
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	There are print resources (decodable readers) as well as digital resources (interactive read-alouds) to give teachers a variety of options.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
16. Does the program provide prompts for the teacher to guide the students through texts using	X	X	X	X	X	X	X	2	



think-alouds?									
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	There is a balance of fiction and nonfiction texts, both in the student anthology book and in the leveled library.
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	Often, the instructional routines are enhanced with a graphic organizer, that can be repeated with different text during small-group instruction or as an independent reading activity.
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	2	Strategies are used throughout the program.
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	2	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	2	The way the units are organized around content area themes makes comparing stories and authors convenient.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	Vocabulary Routines provide extensive use of a variety of graphic organizers.
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams	X	X	X	X	X	X	X	2	



taught?									
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	Once students have seen the comprehension strategies modeled in whole-group instruction and practiced in small-group instruction, the leveled library encourages them to continue using the strategies during independent reading time.
<b>TOTAL</b>									<b>69</b>

<b>STANDARDS ALIGNMENT</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	The chart provided is easy to read and includes objectives.
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	2	
3. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
<b>TOTAL</b>								<b>5</b>	

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	Setting a purpose for reading is included in daily lesson plans.



3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	The program promotes student collaboration.
<b>TOTAL</b>								<b>8</b>	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>5</b>	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a	X	X	X	X	X	X	X	1	



CD for viewing model lessons) to facilitate application of content?									
<b>TOTAL</b>								<b>5</b>	

